DOCUMENT RESUME

ED 186 501 UD 019 896

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TITLE Proposed Plan for Magnet Schools--Cleveland Public Schools. Section II, Health Careers Center.
INSTITUTION Cleveland Board of Education, Ohio.
PUB DATE 29 Jun 79
NOTE 42p.; For related documents see UD 019 891-895. Not available in paper copy due to reproduction quality of original document. Appendices have been deleted due to reproducibility factors.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Allied Health Occupations Education; Curriculum Design; Educational Opportunities; High Schools; *Magnet Schools; Parent Participation; Program Development; Program Proposals; *Racial Integration; *School Desegregation; Staff Development; Teaching Methods; Vocational Education
IDENTIFIERS *Ohio (Cleveland)

ABSTRACT

A plan for a magnet school health careers program for 11th and 12th graders, intended to promote desegregation and provide improved educational opportunities for Cleveland students, is described in this proposal. Detailed descriptions cover staff requirements and qualifications, staff development plans, curriculum, and support activities. Included are charts which show tentative schedules for students preparing for careers as dental assistants, medical laboratory assistants, and nursing assistants. Possible teaching strategies, course requirements for 11th and 12th graders, and the potential role of parents and advisory councils are also discussed. (EB)

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Proposed Plan For Magnet Schools

Cleveland Public Schools

Section II
Health Careers Center

Submitted to

Federal Judge Frank J. Battisti

June 29, 1979

By the

Department of Desegregation Implementation

Margaret Fleming,
Deputy Superintendent

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Cleveland Board of Education

Cleveland, Ohio 44114

UD019896

PROPOSED PLAN FOR MAGNET SCHOOLS

CLEVELAND PUBLIC SCHOOLS

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Funded in part by the Emergency School Aid Act under section 608(a) of the Act

OCT 8 1979

HEALTH CAREERS CENTER

Cleveland Public Schools

Cleveland, Ohio 44114

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HEALTH CAREERS CENTER

I. INTRODUCTION

The Health Careers Center has been designed to offer a series of two-year educational programs which will provide approximately 400 11th and 12th grade students with entry-level skills for a variety of health-related careers such as Dental Assistant, Medical Laboratory Assistant, Nursing Assistant and others. These programs will embrace subject matter and teaching methodologies not available to students of the same age or grade level in existing local high schools and will be capable of attracting substantial numbers of secondary students of different racial/ethnic backgrounds. The Center will thus serve the dual purpose of providing improved educational opportunities for Cleveland students and promoting desegregation.

The original date for opening the Center was January, 1980, but significant construction delays have forced postponement of the opening to September, 1980. Further, changes in instructional design and curriculum plans, such as moving from a part-time to a full-time student attendance plan, have slowed the final development of program plans. With well over a year to go before the Center opens, it is obvious that the Health Careers program is still in a pre-implementation stage of planning. For example, firm decisions on curriculum offerings must wait for the results of needs assessment surveys currently being conducted among area health organizations, students and parents. Consequently, it should be recognized that the plans outlined here are in some respects tentative and incomplete.

Description of School Site

Largely through Federal funds, the Cleveland Public Schools has been able to design and begin construction of a highly sophisticated, up-to-date educational facility for health careers. The facility is designed specifically to train 11th and 12th grade high school students in a variety of vocational health occupations. The new facility is located at 1727 East 31st Street in downtown Cleveland, which is easily accessible for both east and west side students. The new building will have 62,858 square feet of area and will contain numerous specialized health laboratories and classrooms as well as modern and up-to-date medical/health equipment. Building capacity will approximate four hundred students.

By concentrating health careers educational facilities in one centralized location, cost-effectiveness will be maximized. Many of the programs envisioned for the Center will require sophisticated and expensive equipment, and it is more efficient to bring students to one facility than to duplicate facilities in several different locations. Further, it will be easier to secure the limited number of available instructors who have the technical competencies required for the specialized instructional programs being planned. Maximum use of facilities and instructors will be achieved by arranging for students in different health programs with overlapping course requirements to take these courses together, rather than separately.

Uniqueness of Educational Program

The Health Careers Center will offer educational programs and teaching/learning facilities and equipment not to be found in any other school in the Cleveland system. Health career programs currently being offered in nine different locations throughout the school system will be brought

under one roof. This fact alone will make the Center a unique educational institution which will draw students from varied racial and ethnic backgrounds to its doors.

In addition to being a one-of-a-kind facility, however, the Center will offer two other features which will make it attractive to students and unique among schools. First, during the second semester of their senior year, students in each program will spend six to twelve weeks participating in a Clinical Field Experience program. This program will provide each student with supervised experience working in an area health organization in the field for which he or she is being trained. The Clinical Field Experience will not only provide a unique educational experience in which students apply their training in a real setting, but it will also increase their employability following graduation. The Youngstown Public Schools found that, following the adoption of a similar field experience program in their health careers vocational program, job placement of their graduates increased by almost 100%.

The second unique feature of the Health Careers Center will be an arrangement whereby students can earn college credit in escrow while at the Center. This will enable students who wish to pursue further training in their chosen health field at the college level to get a head start in the completion of their training and certification requirements. Discussions on establishing such a program are currently underway between the Department of Vocational-Technical Education and the Office of Allied Health Programs at Cuyahoga Community College.

Documentation of Need

Research of current publications giving occupational projections for the Greater Cleveland area reveals that a definite demand will exist in health and health-related jobs in the immediate future.

The Division of Vocational Education, Ohio Department of Education, predicts a "very rapid" growth in health and health-related occupations for the 1980's in the Cleveland area. The Ohio Bureau of Employment Services, in January of 1977, predicted a more than 60% increase in demand (since 1974) for such occupations as "practical nurse", "therapist" and "other health technicians."[1]

Rates of projected growth over the next four years in selected health occupations was characterized by the Bureau as follows:

Table 1. Projected Growth, Health Occupations, 1981-82

Occupational Category	1977 Current Employment	1982-83 Projected Additional Need	Rate of Projected Growth Over 5 Years
Dental Assistant	429	325	Very Rapid
Dental Hygiene	83	110	Very Rapid
Dental Lab Technician	96	23	Moderate
Medical Lab Technicial	307	173	Very Rapid
Medical Lab Assistant	589	284	Rapid
Nurse	2,904	1,402	Rapid
Practical Nurse	2,462	1,825	Very Rapid
Nurse's Assistant	3,274	1,769	Very Rapid
Occupational Therapy	258	162	Very Rapid
Physical Therapy	104	65	Very Rapid
Radiological Technician	343	196	Very Rapid
Optometrist's Assistant	98	56	Very Rapid
Medical Assistant	671	391	Very Rapid
Medical Records Clerk	172	99	Very Rapid

These projected needs are not surprising, given that Cleveland is becoming a national center for medical institutions/industry. Further, there are sixteen outstanding medically-oriented research institutions and numerous

[1] "Labor Demand Related to Vocational Education Programs," Division of Vocational Education, Ohio Department of Education, December, 1976.

medical research consulting firms in the Cleveland area. This growth as a medical service/research center has spawned other related industries and consequently, new job opportunities. A current trend is to decentralize the biomedical manufacturing industry and establish new laboratories near nationally recognized medical researchers. According to the Greater Cleveland Growth Association, continued research and development activities in the area of biomedical products will have resulted in 50,000 new jobs between 1975 and 1980, a 40% increase.

On the basis of these projections, the Technical-Vocational Division of the Cleveland Public Schools surveyed its program offerings in January, 1977, and concluded that there was a need to upgrade and expand its offerings in the health area.

In order to provide health careers training programs that will both meet the specific personnel needs of area health organizations and also respond to the interests of Cleveland students, the Cleveland Public Schools is currently conducting an occupational assessment survey. Data are being gathered from three sources:

1. Local Health Institutions - Representatives of 162 local health institutions (hospitals, nursing homes, etc.) are being surveyed to determine which of 21 different occupational categories will provide the greatest likelihood of employment for graduating trainees. The survey form, cover letter and list of the institutions surveyed may be found in Appendix A.

2. Students - A sample of 1,000 students in grades 9 and 10 in all 41 Cleveland junior and senior high schools are being surveyed to determine which of 21 different occupational categories hold the most interest for students. The survey materials may be found in Appendix B.

3. Parents - Parents attending Parent-Teacher Association meetings are being surveyed to determine which of 21 different occupational categories they would most like to see their children pursue. The survey form may be found in Appendix C.

All three survey instruments presented respondents with the same occupational categories for consideration. The categories were derived from the

list in the annual survey conducted by the Metropolitan Jobs Council. With the aid of advice from the Ohio Department of Education, the Division of Vocational-Technical Education judged these categories as being those for which training programs at the high school level could be developed. The categories in the survey were as follows:

Central Supply Clerk
Dental Assistant
Dental Laboratory Technician
Dietetic Aide
Electrocardiograph Technician
Emergency Medical Technician
Geriatric Aide
Home Health Aide
Infant and Toddler Day Care Worker
Medical Laboratory Assistant
Medical Office Assistant
Medical Records Clerk
Medical Secretary
Nurse Assistant
Orderly
Optometrist Assistant
Orthotist Assistant
Pharmacy Assistant
Recreational Therapy Aide
Surgical Technician
Ward Clerk

The three surveys are proceeding on schedule, and as of this writing, the results are being compiled. When fully tabulated, the survey results will provide the basis for final decisions on program offerings at the Health Careers Center.

Contributions of Resource Persons

Planning for the Health Careers Center has not proceeded in a vacuum. Advice, comment and recommendations from a variety of persons outside of the Cleveland Public Schools have played a significant part in the planning decisions made to date and will continue to play an important role as the Health Careers program develops. The use of information from the Metropolitan Jobs Council and the Ohio Bureau of Employment Services has already been

mentioned. Reactions and advice regarding proposed plans for the Health Careers Center has also been obtained from the following individuals:

Dr. James Bartholomew, Supervisor*
Health Occupations
Ohio Department of Education

Dr. Howard Freedman*
Project Director
Office of Program Management and Operations
New York City Public Schools

Dr. Ernest E. Landis, Director
Fort Hays Career Center
Columbus, Ohio

Joseph Murray
Associate Superintendent
Buffalo Public Schools

Pricilla Niedermeyre, Principal
Fundamental School
Buffalo Public Schools

Marilyn Rosenblatt
Director of Curriculum
Buffalo Public Schools

Mr. Granville Rudy, Coordinator
Allied Health Care Programs
Cuyahoga Community College

Mr. Stewart Thompson
Recruiter Coordinator
Office of Personnel
Cleveland Clinic

In addition to these individuals, members of the Technical Advisory Committee to the Division of Technical-Vocational Education have been a continuing source of input into planning. These members include:

Technical Advisory Committee

Doris Bowling, L.P.N.
Cleveland, Ohio

Loretta Bunevich, R.N.
Director of Nursing and Continuing Education
Mt. Sinai Hospital

Lee Lanpher (Lay Member)
Lakewood, Ohio

Jerome M. Lengel
St. Austine Manor Nursing Home

Paul Martin
Greater Cleveland Hospital Association

Frances Smith, R.N. (Miss)
Associate to Assistant Administrator for Nursing
University Hospitals of Cleveland

Mary Tufts, R.N.
Associate Director for Special Projects
Cleveland Metropolitan General Hospital

Richard Thomas, Assistant Director
Patient Care Services
Cleveland Clinic Foundation

Miriam Rosenthal, M.D.
University Hospitals of Cleveland

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* These individuals have submitted written reviews of Health Career Center plans. These reviews may be found in Appendix D.

II. PROGRAM DESCRIPTION

Staffing

During the present, pre-implementation phase of its operation, the Health Careers Center has been staffed by four (4) persons assuming the duties of a vocational educator-planner (coordinator), a recruiter-counselor, a teacher-planner, and a clerk. Each of these is a full-time position. When the Health Careers Center opens its doors in September, 1980, it is anticipated that the persons presently filling the first three above-named positions will assume the following roles: Principal/Program manager, head counselor, and health department chairperson. Additional staff to be added at the time of opening will consist of an OBES (Ohio Bureau of Employment Services) job developer, 20-25 (depending on the enrollment and courses offered) teachers with specialized instructional skills, a media specialist/librarian, and another clerk.

All personnel selected for the above positions have been, and will continue to be, chosen based upon their qualifications, training, certification (where applicable), past employment history, personal growth and growth potential, and professional attitude. Announcements for all vacancies will be posted in accordance with the established procedures of the Cleveland Public Schools. Staff appointments will be made by the Director of the Division of Technical-Vocational Education, and will conform to the regular recruitment procedures of the Cleveland Public Schools, as well as the U.S. Federal District Court's mandate regarding the assignment of minority and non-minority staff to a school.

Following is a list of each of the positions to be filled, how many staff are now anticipated to be necessary for each position, annual length of employment per position, and duties and qualifications for each position.

Principal/Program Manager (Coordinator) -- presently serving as Vocational Educator-Planner -- 1 FT, 48 weeks

Duties:

. Overall administration of all project activities

. Serve as liaison with Health Careers Program Advisory Committee and meet with Committee on a regular basis

. Maintain contacts with local health and related organizations including identification of consultants

. Supervise activities of teacher-planner, recruiter-counselor, and all other staff

. Verify educational specifications, outline staffing requirements, finalize selection and recruitment of students, solicit community involvement and support, outline inservice requirements, detail supplies and equipment, and formulate guidelines for job placement

. Act as Principal/Program Manager for the Health Careers Center once it is implemented

. Obtain the support and assistance of public and private agencies in the community which previously have been--or presently are--involved in activities related to the elimination, reduction, or prevention of minority group isolation

. Prepare necessary local, state, and federal reports

Qualifications:

. Dedicated to integrated, quality education

. Master's degree with vocational education emphasis

. Service in urban schools representing a variety of socio-economic levels

. Ability to work harmoniously with administrators, teachers, parents, and community persons

. Performance record of involvement with health and health related organizations

. Experience in developing curriculum

. Commitment to desegregation

Head Guidance Counselor -- presently serving as Recruiter-Counselor -- 1 FT, 44 weeks

Duties:

. Work with community members and school personnel in establishing procedures for recruiting students for Health Careers Center

. Work with counselors and administrators in individual junior and senior high schools in publicizing all recruitment information

. Oversee the implementation of the recruitment procedure as outlined

. Review and modify the recruitment procedure according to input of staff, students, parents, community persons, the advisory committee, etc.

. Act as head guidance counselor and outreach worker for students enrolled in the Health Careers Center, once it is operative

. Identify those students who have deficiencies in basic skills (reading, language, mathematics) and refer these students to the remediation program(s) within the school system which will best meet their needs

. Assist the Principal/Program Manager (vocational educator-planner) with all other project activities as necessary

Qualifications:

. Dedicated to integrated, quality education

. Bachelor's degree with vocational education emphasis

. Knowledge of the Cleveland Public Schools and the Cleveland community

. Experience in working with students/parents from multi-ethnic and/or racial backgrounds

. Experience in recruiting students for school programs

. Ability to speak Spanish, if possible (in order to effectively communicate with these minority students--and their parents--to insure that their needs are met)

. Commitment to desegregation

Health Department Chairperson--presently serving as Teacher-Planner, 1 FT, 44 weeks

Duties:

. Conduct surveys of local health organizations to ascertain curriculum needs

. Review, modify, and adapt existing curricula to meet identified needs

. Develop specialized curricula for new or innovative programs

. Work with groups of teacher consultants in curriculum review and/or development

. Report to the Health Careers Program Advisory Committee regarding curriculum development

. Assist the Principal/Program Manager (vocational educator-planner) in preparing reports, contacting health organizations and conducting other related business

. Evaluate curriculum once it has been implemented

. Serve as a teacher and health department chairperson in the program when it is in operation

Qualifications:

. Dedicated to integrated, quality education

. Master's degree or experience in vocational education setting

. Experience in developing curriculum

. Certificated for teaching

. Service in urban school representing a variety of socio-economic levels

. Work experience in health-related organization(s) above entry level occupation

. Ability to work harmoniously with administrators, teachers, parents, community persons

. Commitment to desegregation

Classroom Teachers -- 20-25 FT (depending upon enrollment and the courses offered), 39 weeks

Duties:

. Use of appropriate evaluative procedures as an integral part of the total learning context

. Select, identify and implement classroom procedures which are consistent with instructional objectives

. Select, evaluate and implement the most appropriate principles of learning currently available to educators

. Prepare comprehensive learning sequences and long-range instruction for accomplishing specific educational objectives

. Select materials from various content areas where pupils apply language arts and reading skills

. Use methods of teaching which are defensible in terms of psychological and social learning theories

. Locate, acquire organize and analyze information in a manner consistent with established standards of scholarships

Qualifications:

. Dedicated to integrated, quality education

. Dedicated to the development of student self-responsibility

. Willing to devote additional time necessary for educational planning, meetings, parent conferences, etc.

. Committed to all the rules and regulations of the school

. Willing to remain current in health and health careers development

- Certificated by the State of Ohio for vocational and related programs
- Discriminate between normal and deviant behavior, and make referrals to appropriate professional agency
- Demonstrate a knowledge of techniques for the analysis of an educational issue, problem, or theory
- Demonstrate the ability to communicate subject matter, including the objectives and vocabulary in concepts and works appropriate to the level of a pupil's understanding
- Demonstrate the ability to apply a variety of instructional patterns and grouping skills
- Demonstrate the application of the latest techniques, methods and materials in their respective teaching fields
- Appropriate health organization work experience
- Evidence of satisfactory classroom teaching in the secondary division of the Cleveland Public Schools
- Ability to work harmoniously with administrators, parents and students in an integrated setting
- Demonstrate flexibility in working as a member of a team
- Willing to spend additional time needed to effectively meet the challenges, objectives, and purposes of the Center
- Committed to the philosophy and goals of the program
- Commitment to desegregation

Media Specialist/Librarian -- 1 FT, 39 weeks

Duties:

- Reports to and plans with the Principal/Program Manager all activities related to school media programs
- Maintains appropriate lines of communication with the total school staff

- Has responsibility, subject to administrative approval, for planning and implementing the media center's program of services to students and teachers for the formulation of the media selection policy and for the selection organization, and administration of all materials and equipment in the school

- Plans the activities for the media center

- Works cooperatively to further the media services program through individual conferences with administrators and faculty

- Plans the program for teaching students how to use the media center and its resources effectively, and how to develop appropriate study methods

- Provides inservice education to teachers and other Center staff and administrators, in the use of media and the selection and use of materials

- Creates a professional atmosphere in the media center allowing staff and students to work harmoniously together

Qualifications:

- Dedicated to integrated, quality education

- Dedicated to the development of student self-responsibility

- Willing to devote additional time necessary for educational planning, meetings, parent conferences, etc.

- Committed to all the rules and regulations of the school

- Willing to remain current in health and health careers development

- Certificated by the State of Ohio for vocational and media services

- Demonstrate a knowledge of techniques for the analysis of an educational issue, problem, or theory

- Demonstrate the application of the latest techniques methods and materials in his/her respective field

- Appropriate health organization work experience, if possible

. Ability to work harmoniously with administrators, parents and students in an integrated setting

. Demonstrate flexibility in working as a member of a team

. Willing to spend additional time needed to effectively meet the challenges, objectives, and purposes of the Center

. Committed to the philosophy and goals of the program

. Commitment to desegregation

Clerks -- 2 FT, 52 weeks

Duties:

. Type all program documents, including reports and correspondence

. Prepare and duplicate all needed materials for staff

. Answer telephone and receive messages

. Perform other, miscellaneous assigned clerical tasks

. File all program records and documents

Qualifications:

. Typing and shorthand skills

. Familiarity with office machines

. Experience with duplicating procedures

. Sound organizational and office management skills

. Ability to work harmoniously with others

OBES Job Developer -- Job Services Specialist, 1 FT, 44 weeks (Contracted)

This position will be contracted for with the Ohio Bureau of Employment Services (see attached agreement in Appendix E). The person who will fill this position will be housed full-time at the Health Careers Center, and will work in close cooperation with the Center's counselor(s) and

staff, as well as other job placement and referral persons and agencies. The ultimate task of this person will be to place students in employment, or refer them to organizations in the various health fields. In addition to the above-mentioned activities, this person will set-up interviews for students, will act as a liaison between students and employers, and will maintain accurate, current records for secondary placement or future referral services. Located in this person's office at the Health Careers Center will be a Metropolitan Microfiche Job Scanner, to facilitate this latter responsibility.

Staff Development

Three of the staff persons presently assigned to the pre-implementation phase of the Health Careers Center, as of June 30, 1979, have participated in several workshops and seminars designed to provide training in such areas as program design and implementation, recruitment, curriculum development/selection, human relations training, and working with pupils in a desegregated setting.

The vocational educator-planner participated in a two-day Survival Training Workshop for Vocational Students in Ravenna, Ohio, and has taken two recent weekend courses. The first was on Crisis Administration at Kent State University, the second on Administrative Communication offered by Bowling Green State University. Attending the one-week Annual Health Conference of the American Psychiatric Therapy Association in Atlanta, Georgia was the teacher-planner. This conference highlighted the educational development and involvement of minorities in health occupations. The teacher-planner also attended a two-day workshop called "Competency Training in Vocational Health Settings" in Columbus, Ohio, and participated in the Cleveland Public Schools' sponsored KEDS (Kent State Center for

Educational Development and Strategic Services) and PADS (Pupil Adjustment in a Desegregated Setting) human relations training workshops with the recruiter-counselor. The recruiter-counselor attended an all-day guidance conference in Columbus, Ohio, and participated in a one-day Vocational Occupational Workshop in Independence, Ohio. All three staff attended the one-day Metro Health Fair held here in Cleveland, while also visiting Fort Hayes in Columbus, Ohio, recognized as the most innovative vocational health careers center in the State.

Prior to the opening of the Health Careers Center in September, 1980, teachers and other selected staff members will successfully complete a comprehensive preservice/inservice training program. This program will include extensive use of outside experts and consultants, and will be evaluated for impact. Topics to be covered include, but will not be limited to, the following:

- human relations--basic concepts and human interaction skills to help teachers to adjust to a new working environment (desegregated setting), colleagues, and students of different racial/ethnic backgrounds
- leadership training--basic process and management skills needed to function as leaders in effecting an instructional plan in a desegregated setting
- development of innovative teaching techniques--strategies to be employed in implementing a new curriculum for students who have similar career interests, but have diverse racial/ethnic and socio-economic/cultural backgrounds
- development of realistic student career goals--counseling techniques to assist pupils in goal development and achievement, especially raising the aspirations of minority students
- classroom management strategies--maintaining classroom control, developing a better capacity to understand and accept other's beliefs and behavior patterns, reversing the large number of failures of minority students, and mastering various record-keeping procedures necessary for successful program implementation

- student evaluation--development of tools/instruments to effectively measure student mastery of subject matter/skills

- information dissemination--interpreting the Health Careers Center's goals to students and parents and effectively dispelling misinformation and rumors which develop when students of various racial/ethnic backgrounds are brought together

- individualized instruction--strategies to meet the needs of students who have similar intrests, but varied abilities and/or handicaps

- stress management--techniques for handling stress and stressful situations effectively

The guidance and assistance of the (Cleveland) Citywide Committee on School Integration, the CEDS, and other area public and private colleges, universities, and organizations which have been involved in programs designed to eliminate, reduce, or prevent minority group isolation will be utilized by project management.

Experience reveals that as project planning and implementation progress, other private and public agencies or organizations involved in the planning and/or operation of magnet school programs and the elimination, reduction, or prevention of minority group isolation will be discovered. As this occurs, their services will be sought and utilized to assist this Center's efforts.

Curriculum

The Health Careers Center will offer full-time, two year programs of instruction to 11th and 12th grade high school students interested in pursuing specific health field careers. The content of each program will be designed to prepare the student for initial employment or further, post-high school training in a health occupation.

Each program will provide instruction to enable the student to acquire the basic manipulative skills and related technical knowledge requirements of the occupation. Included will be occupational and job-adjustment information such as pertinent labor legislation, public agencies affecting the worker, how to get along with others on the job, etc. Each program will also include the coursework necessary to complete the regular general education requirements for high school graduation. Basic skills will be a strong emphasis in this as well as all other vocational programs, with reading, language arts, mathematics and consumer and business economics an integral part of the curriculum.

Each of the instructional programs offered will meet the requirements of one of three program classifications outlined by the Division of Vocational Education of the Ohio Department of Education. These classifications are as follows:

> Program Type 00-(1A)- Provides instruction in the skilled occupations which require a high degree of skill development and technical knowledge. The program provides the maximum opportunity for the development of a high degree of employability.
>
> Program Type 01-(1B) - Provides instruction in the skilled occupations which require skill development opportunities equal to Program Type 00-(1A) but reduces the time alloted for technical knowledge by fifty percent.
>
> Program Type 02-(1C) - Provides instruction in occupations that require less time devoted to the development of manipulative skills and/or technical information. Related technology information is provided by the laboratory instructor as an integral part of the shop or laboratory experience.

Further details on the characteristics and requirements of these three program types may be found in Appendix F.

As previously noted, final decisions on the specific occupational training programs to be offered will be determined from the results of needs assessment surveys currently being conducted. However, based on previous

experience with health education programs and professional judgement as to which health careers will most likely be in demand by both students and employers, the following list of health-related occupations has been tentatively identified for inclusion in the Health Careers Center:

Dental Laboratory Technician
Medical Laboratory Assistant
Nursing Assistant
Optical Laboratory Technician
Recreational Therapy Assistant
Surgical Assisting Technician
Dental Assistant

This list should not be viewed as exhaustive or final in any sense. Circumstances such as the results of the needs assessment survey may result in significant additions or deletions from this list.

Because final program decisions have not yet been made, full details on each training program have not yet been worked out. It is possible, however, to provide a brief overview of the basic objectives and content of each of these training programs.

Dental Laboratory Technician

- The dental laboratory technician is concerned with the construction of replacements for natural teeth which have been lost either by disease, accident or congential abnormality. This technician fabricates dental prosthetic appliances from work orders and impressions supplied by the dentist. The technician works with various specialized hand instruments and machines and uses materials such as gypsum compounds, precious and semi-precious metals, acrylic plastic compounds, ceramic clays and waxes.

- The primary objective of this program will be to train technicians for the dental laboratory industries and the dental offices; with training in full dentures, partial dentures, ceramics, crown and bridgework, and orthodontics. Students interested in this career must enjoy working with their hands and must be able to give exacting attention to detail. Color blindness may cause considerable difficulty for the student.

Medical Laboratory Assistant

- The Medical Laboratory Assistant program will center

- it's activity on laboratory processes, operations, testing and preparing appropriate reports. The Medical Laboratory Assistant performs basic laboratory procedures pertinent to the suspected disease or condition. The training program will focus on basic theory and skills, collection, preparation and analysis of biological fluids and other substances by standard procedures used in medical laboratories to aid the physicians in diagnosis, treatment and prevention of disease. Emphasis will be on routine methods employed in the fields of urinalysis, hematology, blood banking, serology, clinical chemistry, bacteriology, mycology, and parasitology.

- The primary objective of the program will be to train persons who are knowledgeable in general laboratory procedures and other related techniques. Students interested in Medical Laboratory should be reliable, discreet, neat, accurate and must be able to give exacting attention to detailed analysis. They must be capable of following both written and verbal directions.

Nursing Assistant

- These auxiliary nursing personnel both male and female, work directly under the supervision of a nurse. The nursing assistant performs many of the routine tasks essential to the comfort of the patients and helps relieve nurses of a share of the their workload. They may answer patients' calls, help with meals and bathing, adjust the bed, straighten the unit, or undertake any one of a number of tasks which are very important to the patients' comfort.

- The main course objective will be to train students in Basic Nursing tasks, and special nursing procedures as well as provide direct clinical experience in a job setting. Students pursuing a nursing assistant position, should have a strong motivation to help others and derive satisfaction from helping sick people. A person should be in good physical condition and have the verbal ability to communicate with patients and understand instructions from nursing staff.

Optical Laboratory Technician

- The Optical Laboratory Technician program will provide training for the student who desires a career in this field. Graduates of this program will have training in the surfacing and finishing of lenses.

The student will be prepared to analyze ophthalmic prescriptions and fabricate a set of glassess.

. This unique individualized course will be designed to develop manual dexterity related to an individual's skill and abilities. Interested persons must have an adequate degree of manual dexterity and good eyesight. Some artistic ability is helpful and a desire to work with many types of machines and equipment plus a variety of materials, is necessary. Persons who are allergic to dust or fumes from lacquers, resins or plaster, may react unfavorable in this profession.

Recreational Therapy Assistant

. Under the supervision of a certified therapist the assistant aides in organizing, directing and following through with medically approved recreational activities for patients in nursing homes, hospitals, community centers and other agencies or institutions.

. The emphasis of the course will be on assisting in the planning and implementation of social activities, orientation and remotivation programs. Students entering this career should be genuinely interested in people and have a strong desire to help others. Must be patient, neat, tactful, have scientific objectivity and an ability to adapt to changing situations.

Surgical Assisting Technician

. The Surgical Assisting Technician program is a new area for high school students and will provide instruction into the set-up, maintenance, and operation of the surgical area. The program will provide basic knowledge and skills necessary to perform sterile and non-sterile functions in the operating room when assisting the surgeon as scrub specialist and when assisting the nurse in performing circulating duties. Instruction will include basic knowledge and techniques of preparing and processing sterile supplies, and providing nursing care for patients during surgery and the immediate post anesthetic recovery phase.

. The course will provide training skills in the area of basic knowledge in performing hospital and nursing procedures encountered in operating rooms. Students interested in this program should be reliable, discreet, neat accurate, have good organizational ability and a sincere concern for others. They must have a pleasant personality and be skilled

at communicating with others. A background in math, sciences, English and human relations is important.

Dental Assistant

- Under supervision of a dentist, the dental assistant has the responsibility for some direct patient care, taking X-rays and impressions, and the polishing of teeth, etc. While the dentist is doing fillings, surgery or making dentures, the dental assistant transfers instruments and prepares dental materials and comforts the patient. Beside taking care of the patient, dental assistant may be required to perform such tasks as ordering supplies, statement preparation and scheduling of patients.

- The program is designed to facilitate learning in the areas of dental and oral anatomy, management, ethics, chairside laboratory functions, and office procedures. Students interested in this program should be able to deal pleasantly with many different types of people. They should be patient, tactful and have a strong desire to help others. A background in biology, psychology, typing and bookkeeping would be helpful.

Within each of the programs outlined above, a series of courses will be offered which will cover the theory, manipulative skills and technical knowledge necessary for job performance. Curriculum will include the core offering of -- "An Introduction to Health Careers," for all students enrolled at the Health Careers Center. Also to be included is a basic overview of duties, responsibilities and clinical training related to the various health occupations. Each vocational health area will begin its basic course work and technology during the first semester programming. The second semester's work in each vocational health area will be directed toward a development of those areas of specialization necessary for developing competency within a given career field.

Although the specific courses of study within each occupational training program have not yet been fully developed pending the final identification of the programs to be offered, the Health Careers Center planning

staff has identified the principles which will guide them in this developmental task. These include the following:

1. The curriculum will be relevant to current and future health practice.

2. Curriculum content will be, in great part, the result of the efforts of health practitioners and will therefore be accepted and supported by other professionals in the community.

3. Curriculum development will draw on carefully selected consultants in each occupational area with unique expertise in relating educational programs to professional practice.

4. The curriculum content will be designed to begin instruction at a level appropriate to the prior educational level and experience of the students served.

5. Classroom and laboratory instruction will include the active involvement of local practitioners.

6. Instruction will be designed to simulate actual work settings and conditions as closely as possible.

7. A group decision-making process will be used to insure the validity of curriculum decisions.

In order to illustrate the scope and sequence of a typical instructional program to be offered at the Center, a possible outline of courses and a weekly schedule has been developed for the Dental Assistant program. The details of the outline and schedule are, of course, subject to change as planning proceeds. The outline and schedule appear as Figure 1.

The delivery of educational services at the Health Careers Center will adhere to the previously discussed State of Ohio vocational criteria. Therefore, an 11th grade student enrolled in the Center will receive four periods, each 45 minutes in length, or three hours, of laboratory instruction daily. One, 45 minute period will consist of related classroom instruction, and the remaining two periods will fulfill the

FIGURE I

Tentative Two-Year Program of Study
For
Dental Assistant Program

COURSE TOPIC OUTLINE

JUNIOR YEAR

Semester I

An Introduction to Health Careers
Anatomy and Physiology
Oral Anatomy
Operatory Procedures I and Lab
Dental Materials Lab
General High School Education
Requirements (English,Math,etc.)

Semester II

Operatory Procedures II and Lab
Dental Materials Lab
Pharmacalogy and Lab
Office Emergencies
Radiography I
General High School Education
Requirements (English,Math,etc.)

SENIOR YEAR

Semester I

Radiography II
Nutrition
Psychology
Preventive Dentristy Lab
Dental Specialities Lab
General High School Education
Requirements (English, Math, etc.)

Semester II

Pathology and Lab
Ethics and Professional Conduct
Practice Management
Clinical Field Experience
General High School Education
Requirements (English, Math,etc.)

FIGURE I - Continued

Weekly Schedules - Dental Assistant Program

JUNIOR YEAR - Semester I

Period	Mon.	Tues.	Wed.	Thurs.	Fri.
8:30-8:45	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8:45-9:30	General High School - Education Requirements (English, Math, Social Studies, Health, etc.)				
9:30-10:15	General High School - Education Requirements (English, Math, Social Studies, Health, etc.)				
10:15-11:00	Anatomy & Physiology	Oral Anatomy	Anatomy & Physiology	Oral Anatomy	Anatomy & Physiology
11:00-11:45	Operatory Procedures I	Intro. to Health Careers	Operatory Procedures I	Intro. to Health Careers	Operatory Procedures I
11:45-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-1:15	L A B O R A T O R I E S (Operatory Procedures and Dental Materials)				
1:15-2:00					
2:00-2:45					

JUNIOR YEAR - Semester II

Period	Mon.	Tues.	Wed.	Thurs.	Fri.
8:30-8:45	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8:45-9:30	General High School - Education Requirements (English, Math, Social Studies, Health, etc.)				
9:30-10:15	Anatom	General High School - Education Requirements (English, Math, Social, Studies, Health, etc.)			
10:15-11:00	Pharmacology	Office Emergencies	Pharmacology	Office Emergencies	Pharmacology
11:00-11:45	Operatory Procedures II	Radiography I	Operatory Procedures II	Radiography I	Operatory Procedures II
11:45-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-1:15	L A B O R A T O R I E S (Operatory Procedures, Pharmacology and Dental Materials)				
1:15-2:00					
2:00 2:45					

FIGURE I (Continued)

Weekly Schedules - Dental Assistant Program

SENIOR YEAR - Semester I

Period	Mon.	Tues.	Wed.	Thurs.	Fri.
8:30-8:45	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8:45-9:30	General High School - Education Requirements (English, Math, Social Studies, Health, etc.)				
9:30-10:15	General High School - Education Requirements (English, Math, Social Studies, Health, etc.)				
10:15-11:00	Radiography II	Nutrition	Radiography II	Nutrition	Radiography II
11:00-11:45	Psychology	Preventive Dentistry	Psychology	Preventive Dentistry	Psychology
11:45-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-1:15		L A B O R A T O R I E S (Dental Specialities)			
1:15-2:00					
2:00-2:45					

SENIOR YEAR - Semester II

Period	Mon.	Tues.	Wed.	Thurs.	Fri.
8:30-8:45	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8:45-9:30		General High School - Education Requirements (English, Math, Social Studies, Health, etc.)			
9:30-10:15		General High School - Education Requirements (English, Math, Social Studies, Health, etc.)			
10:15-11:00	Pathology	Pathology	Pathology	Pathology	Pathology
11:00-11:45	Practice Management	Ethics & Professional Conduct	Practice Management	Ethics & Professional Conduct	Practice Management
11:45-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-1:15	L A B O R A T O R Y / C L I N I C A L F I E L D E X P E R I E N C E				
1:15-2:00					
2:00-2:45					

State's general education requirements. This basic schedule will be followed in both the first semester and the second semester of a student's junior year.

In a senior student's first semester, two periods, one-and-one-half hours, three days per week, will be devoted to clinical field experiences. The second semester of the senior year a student will receive one, 45 minute period of general education requirement instruction, one period of instruction related to his/her area of specialization, two periods of practice management, and the remaining three periods daily will be clinical field experience.

Commonly used teaching methodologies of lecture and discussion led by instructors will be supplemented by the following, when and where desirable:

- small group and individualized instruction
- independent reading(s) and projects
- performance of laboratory activities and clinical tasks in the classroom
- library and media center research
- preparing and presenting reports
- films, video tapes, slides, records, and other audio-visual aids
- student diaries, personal notebook, and occupational files
- field trips
- week-end seminars
- guest lecturers/discussants
- demonstrations by teachers and guests
- programmed learning modules, especially for English, science and mathematics instruction

Because of the existance of a media center staffed by a media specialist, there will be a centralization of supplementary teaching materials that will allow for unique educational opportunities. For example, unit or class demonstrations might be video-taped for student and/or teacher self-critique and analysis. Beyond the usual equipment and supplies available in a secondary school, as much additional material as possible will be sought, particularly for self-instruction. Packets developed by the Education Curriculum Consortium and health care film strips produced by various publishers are but two examples.

Team teaching will be encouraged among the instructors. Various professionals from the local health community might also team with Health Careers Center instructors, so that students could receive broader, more diversified and current backgrounds in their areas of specialization. These methods will simulate specific health occupations more realistically within the structure of the Center's laboratory/classroom setting. All laboratory instruction will be based upon standards, techniques, performance, and procedures which will be expected in the health facilities students will be assimilated into upon program completion. The related course content will be largely determined by those concerns which arise during the laboratory instruction or clinical field experiences.

The Health Careers Center will employ regular, accepted classroom assessment procedures now being utilized throughout the Cleveland Public Schools. Individual classroom teachers will develop student performance objectives and methods and instruments to evaluate attainment of these objectives, on a regular basis. In addition, a standardized testing procedure will be used to measure student academic growth and progress, while in each specialization a departmental examination committee will

develop and oversee the administration of mid-year and final examinations.

Assessment of student achievement in their laboratory experiences will be based upon such factors as:

. performance;

. appearance;

. cooperation;

. attitude;

. responsibilities;

. safety practices and procedures;

. sanitation.

During their clinical field experiences at the various local health facilities, students will also be evaluated. Employers with whom students are placed will be asked to issue an achievement grade and complete an objective evaluation of student performance during the experience.

Indices that will be used to determine overall student skill and knowledge development will therefore include:

. classroom performance objectives;

. teacher-made tests;

. standardized tests;

. mid-year and final departmental (area of specialization) examinations;

. laboratory performance;

. daily progress charts;

. employer evaluations of clinical field experiences.

Conferences will be regularly scheduled between teachers and counselors, and students and their parents. Student progress will be reported at these conferences, and methods of pupil improvement will be sought.

Supportive Activities

An integral part of the program at the Health Careers Center will be to channel students with special needs to appropriate personnel at the Center, to other service arms of the Cleveland Public Schools, or to appropriate organizations/agencies in the public and private sectors of the community. The two primary support staff on site will be the head guidance counselor, who is now the recruiter-counselor, and a job placement specialist, the OBES job developer. Referrals from the guidance counselor might be made to such Cleveland Public School services as speech therapy, health services, psychiatric consultation, or psychological services. Outside agencies such as the Center for Human Services, the Family Health Association, Community Information Services, and the Cuyahoga County Welfare Department will also be used as resources. The OBES job developer will seek to place students in clinical experiences as well as full time employment upon graduation.

The comprehensive guidance program to be offered at the Center will utilize teachers, administrators, other staff members, and parents to help each student enrolled realize his/her full potential and meet personal, social, emotional and other needs necessary to adjust to our society. Essential elements of the guidance component will include the following forms of assistance, for 11th and 12th grade students.

11th Grade Focus

Assist students in progressing toward productive rewarding careers, so that they might:

- Become knowledgeable about the developmental nature of a career, the values and rewards of a career in our society, and the nature of employment and non-employment forms of productive work

- Respect the value and dignity of all employment and non-employment forms of productive work
- Understand the extent and nature of preparation needed for reaching those career goals being considered
- Choose immediate steps and develop tentative long-range plans for a career

Assist students in selecting school courses and activities which allow them to:

- Become knowledgeable about the educational and vocational opportunities related to each school course and activity
- Identify and clarify those goals for personal development which one has for participating in school courses and student activities
- Select and enter--meaningfully/purposefully--those school courses and activities which are consistent with one's own goals, abilities, and interests

Assist students in developing learning skills and values, allowing them to:

- Analyze and evaluate one's skills, habits, and values for learning
- Identify and participate in those learning experiences which are consistent with one's own values and goals for personal development

Assist students in developing self-understanding and identities so that they might:

- Become knowledeable about one's present abilities, interests, traits, attitudes, and values
- Translate knowledge about one's self into a language which can be related to educational, vocational and social opportunities
- Evaluate one's own characteristics of personal development and judge what chacteristics can and should be improved in order to attain desired goals

Assist students in developing interpersonal relationships, which allow them to:

- Become aware of the interpersonal relationship people have in our society as employers and employees, parents and children, teachers and students, leaders and followers, husbands and wives, and other relevant relationships
- Respect others as being individuals of worth and dignity
- Develop relationships with others in a manner consistent with one's own values

12th Grade Focus

Continue the 11th grade focus by seeking to assist students in progressing toward productive and rewarding careers, which will allow them to :

- Become knowledgeable about opportunities for clinical field experiences
- Choose and participate in clinical field experiences
- Become aware of the kinds of experiences and requirements which a person might have in a work setting
- Obtain employment in an occupation of one's own choosing

Assist students in selecting and entering educational opportunities beyond high school, so that they might:

- Become knowledgable about the characteristics and objectives of various continuing educational opportunities which are available beyond high school
- Become knowledgeable about the sources of information and assistance for selecting and entering educational opportunities beyond high school, and about criteria for judging the validity and appropriateness of such information and assistance
- Select and enter meaningfully and purposefully those educational experiences beyond high school which are consistent with the student's own goals, abilities, and interests

Parent Involvement

Parent and community involvement has been built into the proposed Center, both at the planning and at the implementation stages. The curriculum design addresses parent/student recommendations in the area of career and vocational education, particularly that actual working conditions should be simulated during exposure and training; "real" people employed in the health occupations should be involved in the program, and career counseling and exposure must be stressed. The involvement of parents in needs assessment and parent-teacher conferences has already been discussed in other sections.

Advisory Committee

An effective secondary health program must be an integral part of the community in which it exists and such programs should reflect the day-to-day occupational life of that community. If this reflection is to be accurate, close cooperation between the school and local health and business institutions is essential. A better understanding of the aims and objectives of the secondary health program can be provided to the community through the participation on various advisory committees by representatives of management, health organizations and concerned community citizenry. Through such committees the Center will benefit by obtaining better direction of the program, making employment of students easier in the local community and securing better community support.

Although the Technical Advisory Committee to the Division of Vocational-Technical Education has provided general input and advice during the planning of the Health Careers Center to date, a new Health Careers Program Advisory Committee has recently been established specifically for the purpose of helping to guide future planning for the Center. The members of this committee are as follows:

HEALTH CAREERS CENTER

Advisory Committee

Mrs. Noreen Brady, L.R.N.
Greater Cleveland Nurses Assoc.
6718 Crestwood Lane
North Olmstead Township, Ohio 44138
252-1222

Mrs. Sammie Cox, Allied Health Center
Cuyahoga Community College
2900 Community College Avenue
Cleveland, Ohio 44115
241-5966

Dr. Milton B. Hirsch, President
The Cleveland Dental Society
Terminal Tower
Cleveland, Ohio
752-2066

Mr. William Hurlburt, Vice Pres.
Greater Cleveland Hospital Association
1021 Euclid Avenue
696-6900

Mr. Frederick Krizman, Administrator
St. Augustine Manor Nursing Home
7818 Detroit Avenue
Cleveland, Ohio 44102
651-3680

Mrs. Mary Miles, Acting Director
Health Careers Programs
Cleveland State University
1983 East 24th Street
687-3566

Mr. Gordon Safran
Brown Optical Company
1549 East 30th Street
Cleveland, Ohio 44104
241-2900

Mrs. Nikki Semple
3995 East 52nd Street
Cleveland, Ohio 44105
271-0846

Mrs. Mayme Young
1914 East 59th Street
Cleveland, Ohio 44103
361-7209

The functions of the Health Careers Program Advisory Committee are as follows:

1. Advising and counseling with Health Careers Center planners determining education program needs in the local community.

2. Assisting in the organization of related secondary health advisory committees.

3. Providing a sounding board for advice pertaining to the operation of the overall health career education program in the local community.

4. Becoming involved in public information activities that interpret the program to health organizations and to other interested groups and individuals.

5. Providing evaluation of the overall Health Career Center education program, by reviewing present and past accomplishments, and forecasting trends affecting training and employment.

6. Building respect and prestige for the Center among area health organizations.

In addition to the overall Health Careers Program Advisory Committee, a separate advisory committee will be established for each occupational training program identified for inclusion in the Center's offerings. Each of these committees will have representation on the overall Health Careers Program Advisory Committee. The functions of the individual program advisory committees will be as follows:

1. Assisting in the identification of training needs.
2. Providing information for keeping instructional content meaningful and current.
3. Assisting in the job placement of program graduates.
4. Helping to recruit competent individuals as instructors.
5. Aiding in obtaining supplies and equipment for the program.
6. Working to build respect for the program among practitioners.

III. TIMELINE

Activity	Beginning Date	Completion Date
1. Conduct pre-implementation activities . appoint planning staff . determine curriculum feasibility . determine emerging occupations . review staff needs	Dec. 1, 1978	Dec. 12, 1979
2. Identify legalities in possible work placements	Nov. 15, 1979	May 15, 1980
3. Prepare school publications for faculty and students	Jan. 1, 1980	June 20, 1980
4. Identify businesses and agencies which would accept students for clinical experiences	Jan. 11, 1980	June 23, 1980
5. Recruit, identify, select school staff	Feb. 18, 1980	June 13, 1980
6. Select students (adhering to elegibility requirements for desegregation	Feb. 29, 1980	July 11, 1980
7. Complete staff orientation	March 19, 1980	Sept. 5, 1980
8. Conduct preservice/inservice activities	April 9, 1980	Sept. 5, 1980
9. Interim performance and financial reports	April 14, 1980	Dec. 19, 1980
10. Enroll students	June 6, 1980	Sept. 5, 1980
11. Final reports	Sept. 5, 1980	March 13, 1981
12. First graduation	---	June, 1981